DOCUMENT RESUME

ED 257 938 CE 040 912

AUTHOR Royall, Robert V., Jr.
TITLE Job Training Coordination Committee Report.
INSTITUTION South Carolina Governor's Office, Columbia.
PUB DATE 15 Mar 85
NOTE 25p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Coordination; Dislocated Workers; Economically Disadvantaged; *Economic Development; Employment Programs; Federal Programs; *Improvement; *Job Training; State Legislation; *Statewide Planning; Technical Education; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS Job Training Partnership Act 1982; South Carolina

ABSTRACT

A governor-appointed committee examined South Carolina's job training systems and developed recommendations on providing more effective and efficient job training. A consensus was first developed on conditions that currently exist in the areas of job training, job training's relationship to economic development, and services to target groups. These conditions were refined to provide a series of 10 findings. Findings were discussed and examined, and a consensus was reached on six recommendations in the three areas. Recommendations were (1) a State Job Training and Occupational Education Commission should be established, (2) the State Budget and Control Board should be legislatively mandated to establish a division responsible for economic development planning, (3) the existing Coordinating Council for Economic Development should be formalized by the legislature and support the economic development planning activities of the Budget and Control Board, (4) direct linkages should be established between the Economic Development Planning Division of the State Budget and Control Board and the Commission, (5) the Commission should be legislatively mandated to develop and implement procedures to serve special target groups, and (6) the Commission should be legislatively mandated to develop a comprehensive approach to meeting the needs of the educationally disadvantaged. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

ED257938

REPORT

OF THE

JOB TRAINING COORDINATION COMMITTEE

Robert V. Royall, Jr. -- Chairman

Presented to the Governor

March 15, 1985

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G Straler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE704912

COMMENTS BY ROBERT V. ROYALL, JR.

CHAIRMAN

THE JOB TRAINING COORDINATION COMMITTEE

The first time the Job Training Coordination Committee met, the Governor made it clear that this group was to ask the tough questions, and be bold in seeking out ways to improve this State's job training efforts.

Since that first meeting, this Committee has met almost weekly and has committed a lot of time and effort to isolate and ask these questions.

The recommendations in this report are straight forward. They propose a course of action which will improve the overall delivery of job training to the citizens of this State.

I want to thank each of the members of this Committee for their willingness to work hard and deal with the real issues, as the Governor requested.

BEST COPY AVAILABLE

THE JOB TRAINING COORDINATION COMMITTEE

Mr. Robert V. Royall, Jr.
President
Citizens and Southern National
Bank of South Carolina
1801 Main Street
Columbia, South Carolina 29222

Mr. Mike Clabaugh
Plant Manager
Cincinnati-Milacron, Incorporated
Post Office Box 1477
Fountain Inn, South Carolina 29644

Mr. Alvin N. Berry, Director
Lexington One Area Vocational Center
2421 Augusta Highway
Lexington, South Carolina 29072

Mr. Larry Hughes, Director
Florence Area Vocational Center
126 East Howe Springs Road
Florence, South Carolina 29501

Dr. Don Garrison, President
Tri-County Technical College
Post Office Box 587
Pendleton, South Carolina 29670

Dr. Jim Morris, Jr., President
Midlands Technical College
Post Office Box 2408
Columbia, South Carolina 29202

Mrs. Nella H. Taylor
107 Neal Street
Saluda, South Carolina 29138

Dr. Joe Gentry
District Superintendent
York School District Three
Post Office Drawer 10072
Rock Hill, South Carolina 29730

Mr. Dave Eldridge
S. C. State Development Board
Post Office Box 927
Columbia, South Carolina 29202

Dr. Margaree Crosby
President
Willmar Associates, Inc.
Post Office Box 1273
Greenville, South Carolina 29602

Ms. Priscilla Hammond
Executive Director
Opportunities Industrialization
Center of South Carolina
816 Pulaski Street
Columbia, South Carolina 29201

Ms. Virginia Crocker
S.C. Industrial Commission
1800 St. Julian Place
Columbia, South Carolina 29204

Mr. Steve Carter
Carter-Goble Associates, Inc.
Post Office Box 28127
Columbia, South Carolina 29211

Mr. Dave Burton
Control Data
1331 Elmwood Avenue
Columbia, South Carolina 29201

Mr. John Decemborino
Suitt Construction
Post Office Box 8858
Greenville, South Carolina 29604

Dr. Robert E. David
Executive Director
Employment Security Commission
Post Office Box 995
Columbia, South Carolina 29202

Mr. John Huguley
Chairman of the Board
John Huguley Company, Inc.
269 King Street
Charleston, South Carolina 29401

Mr. John Schroeder
Vice President, Human Resources
Daniel International
Daniel Building
Greenville, South Carolina 29602

Mr. Lewis M. Jordan, President
Jordan's Ace Hardware, Inc.
Paragon Plastics
Post Office Box 606
Union, South Carolina 29379

Mr. T.M. Copeland, Chairman
South Carolina Department of Social Services
Post Office Box 11665
Capital Station
Columbia, South Carolina 29211

Mr. J. Mac Holladay
Executive Vice President
Charleston Trident Chamber of Commerce
Municipal Marina, Lockwood Blvd.
Post Office Box 975
Charleston, South Carolina 29402

Mr. Arthur M. Bjontegard
Executive Vice President
South Carolina National Bank
1241 Main Street
Columbia, South Carolina 29226

Mr. Don McElveen, President
Geiger, McElveen & Kennedy
Architects
2821 Millwood Avenue
Columbia, South Carolina 29205

Mr. Clarence Hornsby
President and General Manager
Bowater Carolina Company
Post Office Box 7
Catawba, South Carolina 29704

Mr. Robert Lee Scarborough
Box 68
Eastover, South Carolina 29044

Dr. Thomas Ertland
Associate Dean
Director of Research
Textile Engineering
Clemson University
165 Sirrine Hall
Clemson, South Carolina 29631

INTRODUCTION

The Job Training Coordination Committee was appointed by the Governor and charged with the responsibility of examining the State's job training systems and developing recommendations on how to more effectively and efficiently provide job training in South Carolina.

The Committee was also asked to examine existing linkages between job training and economic development activities in the State, and to look at job training activities for special target groups in the State, such as dislocated textile workers and the economically disadvantaged.

The Governor asked the Committee to design a job training system which would build on the strengths of existing programs, and coordinate the State's various training efforts to prepare the citizens of South Carolina for the jobs of the 1980's, the 1990's and the 21st century.

To achieve this end, the Committee has met seven times, received oral and written reports from the primary agencies involved in job training, and has isolated the critical issues which impact on job training activities in South Carolina.

The Committee first developed a consensus of what conditions currently were in the area of job training, job training's relationship to economic development and services to target groups.

These conditions were refined to produce a series of findings which were presented to the Business Education Partnership Committee on February 15, 1985.

These findings were then carefully discussed and examined in small groups and by the entire Committee, and a consensus was reached on recommendations in each of the three areas. These recommendations represent the major thrust of this report.

BEST COPY AVAILABLE

REPORT OF

THE JOB TRAINING COORDINATION COMMITTEE

I. Overview of Conditions and Job Training Systems in South Carolina

South Carolina made the transition from an agricultural economy to an industrial economy in the 1940's. This move to an industrial economy accelerated early in the 1960's and the State established the technical education system. The system had two principal functions -- first to provide a crash training program for the employees of new and expanding industries, to train high school graduates for employment as technicians and to provide upgrade training for people at work. The second function was to offer post high school technical training based on documented job opportunities.

The mid-1960's saw the vocational education system expand their course offerings beyond vocational agriculture and home economics, and during the mid-1960's the federal government began to make funds available for job training programs at the state level. The Job Training Partnership Act is the most recent federal job training effort, one which is targeted toward economically disadvantaged people, and those people who have lost their job as a result of permanent plant closings or layoffs.

Today, manufacturing represents the largest percentage of employment in South Carolina, with government being the second largest provider of jobs. But manufacturing's dominance is beginning to decline, partly because of the downward trend in textile employment and partly as a result of growth in other areas. In 1972, almost half of all private sector jobs were in manufacturing. By 1982, this percentage had dropped to 39.5%. Growth is continuing in certain manufacturing areas, such as rubber and plastic products and chemicals and allied products.

Growth is occurring in the areas of wholesale and retail sales, finance insurance and real estate, but the most substantial increases have occurred in services. The three service areas which have experienced the most rapid growth have been tourism and related services, business services, and health services.

By 1982, one-seventh of the State's private sector payroll was being generated by the service industry. The percentage of private sector workers in the service industry rose from 10.7% in 1972 to 16.1% in 1982.

BEST COPY AVAILABLE

The trends seen in the State for the last decade are expected to continue, with growth being strong in the service industries, wholesale and retail trade and in certain areas of manufacturing.

And it is becoming increasingly apparent that small business has a very important role in job creation in South Carolina. Between 1977 and 1980, businesses with fewer than 250 employees created more than 84,000 jobs, while larger firms created approximately 44,000 jobs.

In December of 1984, there were 1,369,400 people working in South Carolina, and there were 111,000 people who were unemployed -- looking for work -- producing an unemployment rate of 7.5%.

The Employment Security Commission projects that in 1985, 11,400 welfare recipients, 35,000 veterans, 150,000 minorities and 9,300 high school dropouts will need employment and training services in the State.

There are 926,300 people in the State age 18 and older who do not have a high school education. Included in this group are more than 345,000 people who have less than an eighth grade education, and more than 26,000 who have no formal education at all.

There are four major job training systems in the State -- the TEC system, the vocational education system, the Governor's Division of Employment and Training, and the Vocational Rehabilitation Agency.

Technical Education System

The technical education system, governed by the State Board for Technical and Comprehensive Education, was initially established in 1961, and currently operates across the state with sixteen technical education colleges and numerous extension campuses.

TEC's annual budget, from all sources, is in excess of 135 million dollars, and approximately 148 thousand people are served each year in either Special Schools, continuing education or credit instruction.

Each TEC college, with the exception of Beaufort TEC, has a local board. Land, facilities and a share of the operating

BEST COPY AVAILABLE

costs are provided by sponsoring counties, and the State provides funds for staff, equipment, technical support and statewide coordination.

TEC has two primary functions: first, to provide customized training programs for employees of new and expanding industries; second, to train high school graduates and adults for employment as technicians and to offer skill-upgrading courses to people in business and industry.

Currently, seven of the technical colleges offer the Associate in Arts and the Associate in Science degrees.

The TEC system is a major delivery component of activities made possible by the federal Job Training Partnership Act.

TEC provides training primarily for people eighteen years of age and older, offers special retraining activities for dislocated workers, and has a statewide system for providing job-related developmental education to prepared students to enter skill training.

Vocational Education System

The vocational education system, administered by the Office of Vocational Education within the State Department of Education, began to provide vocational agriculture and home economics programs in 1917, using federal funds made available under the Smith-Hughes Act.

The federal Vocational Education Act of 1963 expanded the number and types of vocational training activities available to high school students and adults.

Currently, there are vocational education programs in 221 high schools and fifty-five vocational centers across the State.

The annual budget for the Office of Vocational Education is in excess of 59 million dollars, comprised of federal and state funds. Additional funds are provided by local school districts for the operation of vocational training facilities and programs, over and above those provided by the Office of Vocational Education. Estimates of the total amount of local funds which support the vocational training system are not available. State and federal vocational education funds are used at the local level to supplement local expenditures for basic vocational training for high school students and

BEST COPY AVAILABLE

adults, and to provide activities for targeted groups such as the handicapped, the disadvantaged and dislocated workers.

The primary function of the vocational education system is to provide vocational training for high school students which will prepare them to work or continue additional technical training upon graduation. In addition, the vocational education system provides training for adults. Almost 20 thousand adults were served in a recent twelve month period.

Job Training Partnership Act (JTPA)

The federal Job Training Partnership Act (JTPA) makes funds available to the Governor to provide job training to economically disadvantaged youth and adults, and to people who have lost their jobs as a result of permanent layoffs or plant closings. Federal funds were first made available to the State for job training in 1963, and beginning in 1971, monies under the Comprehensive Employment and Training Act came to the Governor's Office.

Under Title II-A, job training and related services are provided to youth, age 16-21, and adults, and the results of this training must meet strict performance standards, in terms of job placement, wages upon employment, and cost of the training. Forty percent of these funds must be spent on youth.

Funds are available under Title II-B to provide a variety of employment and training activities to youth in the summer months. Portions of this summer youth program support the youth training programs operated during the school year.

Funds are also available under Title III to provide employment and training services to dislocated workers.

More than 20 thousand people were served in Titles II-A and III, with another 10 thousand people being served in the summer youth program, in a recent twelve month period.

The Governor has special discretionary funds available to train people over 55 years of age and to provide education coordination grants.

The Governor's Division of Employment and Training, which administers JTPA for the Governor, does not operate training facilities or conduct training. JTPA funds are used to purchase job training activities through contractual

BEST COPY AVAILABLE

agreements with state agencies, private non-profit organizations and private firms and companies, and to purchase equipment for use in the technical colleges for JTPA participants.

More than 40 million dollars are available for JTPA activities in the current program year.

The TEC and Vocational Education budget figures presented earlier contain JTPA funds.

The Division of Employment and Training has developed sophisticated management information systems and performance assessment systems, which collect and make it possible to analyze standardized information on all people served with JTPA funds. These systems make it possible to insure compliance with federal performance standards and allows comprehensive performance analysis to be performed at all levels within the training system.

The Division of Employment and Training is the primary system which provides job training to economically disadvantaged people in the State.

Vocational Rehabilitation

The South Carolina Vocational Rehabilitation Department, organized in 1927, as a part of the State Department of Eduction, was established as a separate state agency for vocational rehabilitation in 1957.

The Vocational Rehabilitation Department, with annual state and federal funding in excess of 44 million dollars, is charged with the responsibility of rehabilitating individuals with disabilities significant enough to negatively affect their employability.

Services are provided through three statewide facilities, fourteen area workshops and through the use of contractural agreements with other service providing agencies and organizations.

In a recent twelve month period, more than 47,000 handicapped individuals in all age groups were served. State and federal funds administered by the Vocational Rehabilitation Department can only be utilized to serve individuals with disabilities who are determined eligible by professional rehabilitation staff. Training facilities and methods must

BEST COPY AVAILABLE

be highly specialized to accommodate the physical and other requirements of the group targeted for service.

II. Strategy of the Job Training Coordination Committee

The Committee received presentations from the following agencies regarding their involvement in job training activities:

-- State Board for Technical and Comprehensive Education

-- State Office of Vocational Education

-- Governor's Division of Employment and Training

-- Vocational Rehabilitation Department

-- Employment Security Commission

-- State Development Board

-- Budget and Control Board, Training Division

-- State Office of Adult Education

The Committee began discussions focusing on the three issues which were the basis of the charge from the Governor -- the coordination of the State's job training activities; the linkage of economic development activities with job training activities; and the provision of job training services to special target groups, such as dislocated textile workers, youth and the economically disadvantaged.

The Committee first developed a consensus on conditions which currently exist in the three areas.

A. Conditions: The Current Job Training Systems

1) All three systems: (TEC, JTPA, VOC ED)

a) Provide training for adults
b) Provide adult basic education, developmental education or remediation
c) Provide retraining activities for displaced workers

BEST COPY AVAILABL

d) Have a full range of administrative capabilities

2) Two of the systems serve youth under 18 years of age.

3) Admission standards are different for all three systems.

4) There is no standard management information system or performance assessment system for the State's job training activities.

5) Articulation between TEC and Voc Ed is limited. Many students must repeat course work as they move from Voc Ed to TEC.

6) World of work and career exploration training is not systematically provided to youth and adults.

7) The training systems do not emphasize training for entrepreneurial development.

8) There is no single, coordinated plan to deliver job training in the State.

9) The mission of Special Schools is too narrow, with too much emphasis on traditional, industrial skills training. Training needs to be available for information and service industries, as well as for expanding businesses.

10) There is no mechanism to insure that Special Schools will have sufficient funds to support the efforts of the State Development Board.

11) A master inventory is not maintained on equipment in the state which is designated for Job Training.

12) The job training systems have good capabilities, resources, facilities and equipment and demonstrated abilities to cooperate in the delivery of training activities.

13) Federal Job Training monies have been utilized through existing training systems.

14) There is a cooperative spirit and good will among the training agencies.

BEST COPY AVAILABLE

15) Agencies tend to be responsive to local needs.

B. Conditions: The Relationship Between Job Training and Economic Development

1) The job training systems have no economic development plan available to assist in developing training strategies.

2) There is no formal, on-going coordination between the job training systems and economic development systems.

3) There is no formal coordination of economic development activities at either the state or local level.

4) Teamwork among job training agencies and the Development Board has always been strong in attracting new industries into the State.

C. Conditions: Special Target Groups

1) A coordinated effort is not in place to deal with dislocated workers, or the economically disadvantaged and their special needs.

2) The job training systems do not have a coordinated effort to deal with the ten to fifteen thousand high school dropouts each year, many of whom are at-risk youth.

3) There is no coordinated effort to deal with the problems of adult illiteracy, and the large numbers of persons age 25 and older without a high school diploma.

4) Many people with barriers to employment have difficulty accessing the job training systems, especially the educationally and economically disadvantaged.

5) Special curricula are not available for retraining dislocated textile workers.

6) JTPA's focus on the individual is especially successful in serving special target groups.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

7) There are numerous efforts within the training systems and from other organizations in the state to address the needs of special target groups.

8) The Education Improvement Act will strengthen efforts to reduce illiteracy.

After an intensive review and examination of these conditions, the Committee developed ten findings which summarized the conditions in concise statements. These ten findings are presented below.

A. Job Training

1) The training systems being operated by TEC, the Governor's Division of Employment and Training and Vocational Education duplicate each other's efforts in the areas of training provided and people served.

2) There is no single job training plan to direct the State's job training efforts.

3) There is no standard management information system or performance assessment system to monitor the State's training activities.

4) There is insufficient emphasis in the areas of entrepreneurial training and training for information and service occupations.

5) The activities of Special Schools are too narrowly defined, and the funding mechanisms are not adequate to deal with special economic development and training circumstances.

6) The training systems are not prepared to react in the event federal funds for training are reduced.

7) There is insufficient coordination with private sector employers to co-sponsor job training.

B. Job Training's Relationship with Economic Development

1) The job training systems are not supported by formal, coordinated planning for economic development.

BEST COPY AVAILABLE

C. Special Target Groups

1) Coordinated job training efforts have not been developed by the State's training systems to meet the needs of the following groups:

a) Dislocated workers
b) Economically disadvantaged
c) School dropouts
d) At-risk youth
e) Welfare recipients

2) The State's efforts to overcome illiteracy are not coordinated with the job training systems.

III. Recommendations of the Job Training Coordination Committee

The members of the Job Training Coordination Committee worked independently for two weeks to develop responses to six questions which had been developed, based on the Committee's findings.

After a series of small group discussions, the Committee reached a consensus on a total of six recommendations to be presented to the Governor regarding job training in South Carolina.

Each of these recommendations call for action which will, in the Committee's opinion, greatly improve the quality of job training services available to the people of this state, by creating a state job training system.

A. Job Training Coordination

RECOMMENDATION

1. Establish the State Job Training and Occupational Education Commission

a. The current Board for Technical and Comprehensive Education would be dissolved and the Job Training and Occupational Education Commission may be formed with selected members of the TEC Board, the State Private Industry Council, the State Board of Education, the State Development Board, and others

BEST COPY AVAILABLE

representatives of business, industry and education.

b. The Commission would assume responsibility for the employment and training functions and other activities currently provided by:

1) The Technical Education System
(To include coordination responsibilities with the Commission on Higher Education)
2) The Governor's Division of Employment and Training (JTPA)
3) The Training Division of the Budget and Control Board
4) The Rapid Response Team (Productivity Response Team)
5) Adult Education (excluding K-12)
6) Adult Vocational Education
7) Vocation Rehabilitation

c. This commission will have program approval authority for all secondary vocational education, grades 9-12, in the areas of occupational training.

d. The Commission will establish a single planning division which will be responsible for all planning activities within the Commission.

e. The Commission will develop and operate a management information system and a performance assessment system which will include standardized information on all people served by training activities under the Commission.

f. The Commission will be responsible for developing an approach to making entrepreneurial training an integral part of the State's job training system.

g. The Commission will be responsible for expanding the scope of, and maintaining adequate funding for, the Special Schools component of the Technical Education System.

h. The Commission will be responsible for achieving maximum utilization of all equipment and facilities in the job training system.

i. The Commission will develop formal linkages with the Employment Security Commission regarding the use of labor market information.

BEST COPY AVAILABLE

j. The State Private Industry Council and The State Council on Vocational Education will become committees of the Commission.

The Job Training and Occupational Education Commission would be responsible for all training activities conducted by its various divisions. (See Attached Chart).

All operational and service delivery functions would remain with the divisions of the Commission.

Current funding levels for job training activities would be adequate to support the commission, based on efficiencies gained in consolidating functions. Remaining additional funds generated by consolidation would be applied to program activities.

The Commission's structure would make it possible to establish systems for people to make orderly and efficient transitions from secondary school vocational training, as well as from adult basic education activities to post-secondary technical skill training and occupational education.

The Job Training and Occupational Education Commission will be superior to the existing independent systems in the following ways:

1) Unified management and planning systems.

2) Standardized management information systems and performance assessment systems.

3) Increased flexibility in managing State and federal funds.

4) Enhanced ability to deal with private employers to co-sponsor and coordinate job training.

5) Expanded base of funding and resources for Special Schools activities within the technical education division.

6) Serves as a single coordination point for making use of economic development planning activities.

7) Ability to provide a description of the performance of job training in the State to the Governor and the

BEST COPY AVAILABLE

Legislature on a regular basis. Such a report would describe the successful completion of training objectives, numbers entering employment, wages upon employment, per unit training costs, and levels of service to individuals on both a demographic and geographic basis.

8) Ability to apply State and federal funds as required to meet the needs of special target groups. The Rapid Response team approach could also be applied to meet the needs of special target groups.

9) Information regarding the State's entire training system would be available to the public at any of the Commission's facilities.

B. The Relationship between Job Training and Economic Development

RECOMMENDATIONS

1. The State Budget and Control Board should be legislatively mandated to establish a division to be responsible for economic development planning for the State.

2. The existing Coordinating Council for Economic Development should be formalized by the legislature and have its membership supplemented to include representatives from all economic development agencies in the state, as well as representatives of local chambers of commerce, the State Chamber and the private sector. This Council will actively support the activities of the Budget and Control Board's economic development planning activities.

The State should begin to consider the development of a State Department of Commerce, as has been done in other Southeastern states, and phase into such a department over time.

3. Direct linkages should be established between the Economic Development Planning Division of the State Budget and Control Board and the Commission. The Economic Development Planning Division will provide the Job training and Occupational Education Commission with economic conditions and forecasts and development projections which will be used as a basis

for developing new training activities, and justifying the continuation or elimination of existing training activities.

C. Special Target Groups

RECOMMENDATIONS

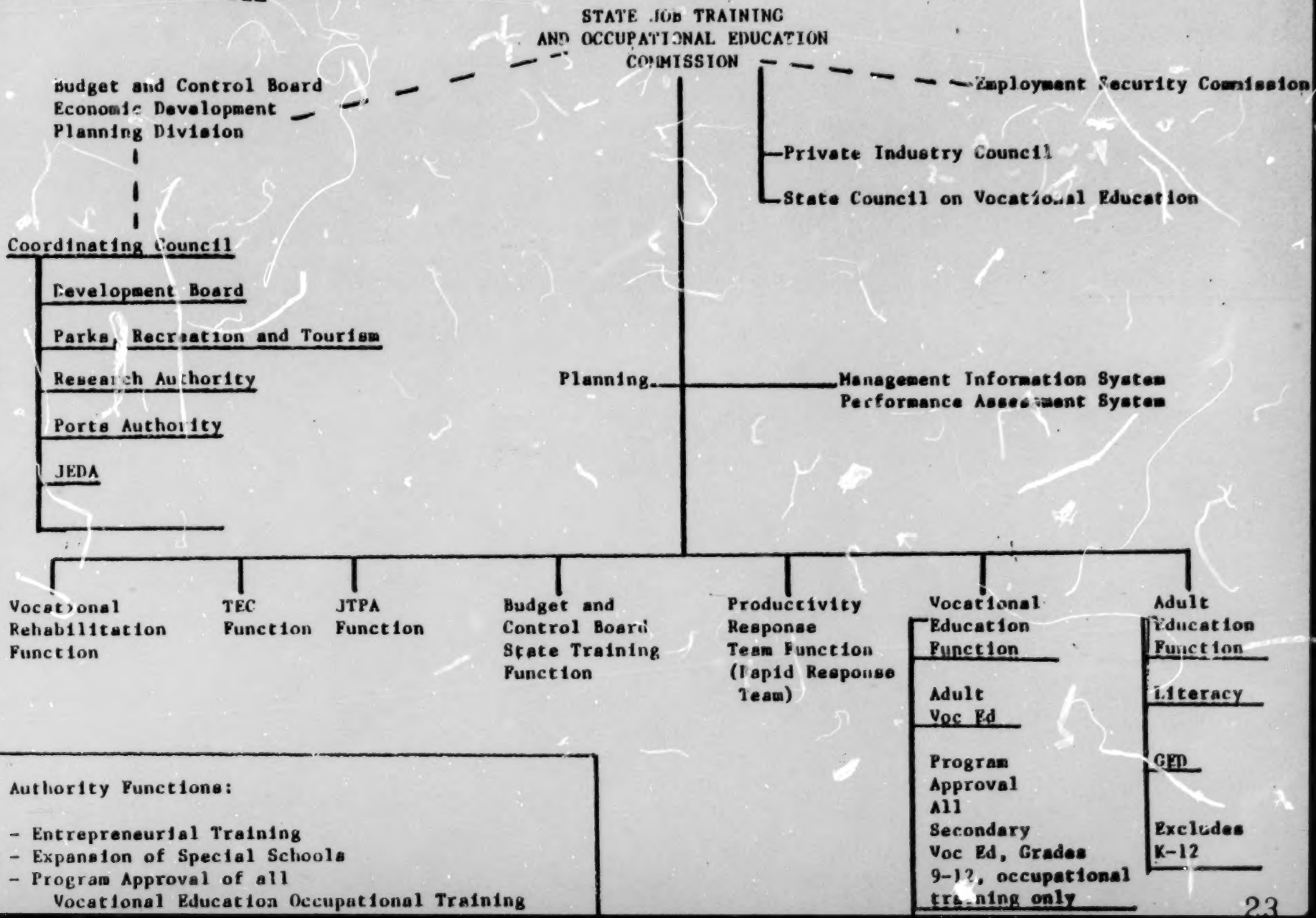
1. The State Job Training and Occupational Education Commission should be legislatively mandated to develop and implement procedures to serve special target groups in the State as a part of the regular, on-going delivery system. Targeted groups in the State to be served include, but are not limited to the following:

   a. Dislocated textile workers
   b. Other dislocated workers
   c. The economically disadvantaged
   d. School dropouts
   e. At-risk youth
   f. Welfare Recipients

2. The State Job Training and Occupational Education Commission should be legislatively mandated to develop a comprehensive approach to meeting the needs of the illiterate and those in need of additional education to find and hold a job, utilizing incentives for cost-effective approaches, partnership arrangements with private employers and volunteer groups and the instructors, facilities and equipment available within the entire state job training system.

The work of this Committee is intended to provide a base from which an effective and efficient state job training system can be developed. A system which is closely tied to economic development in the state, and which is sensitive to the people who have special job training needs.

COPY AVAILABLE



Authority Functions:

- Entrepreneurial Training
- Expansion of Special Schools
- Program Approval of all Vocational Education Occupational Training

APPENDIX

BEST COPY AVAILABLE

February 1, 1985

ROYALL COMMITTEE: INFORMATION SUMMARY

CATEGORY	TEC	JTPA	VOC ED	VOC REHAB	TOTAL
BUDGET					
1) Federal	$ 19,158,610	$40,819,396	$13,049,720	$27,430,088	$100,457,814
2) State	74,834,286	50,000	46,127,292	22,371,561	132,603,081
3) Local	41,493,805	-0-	-0-	-0-	41,493,805
4) Other	-0-	-0-	-0-	5,358,765	5,358,765
5) TOTAL	$135,506,701	$40,869,396	$59,177,012	$44,360,414	$274,354,900
TOTAL SERVED ALL PROGRAMS	148,970	20,334	145,073	47,862	362,459
NUMBER SERVED: BY PROGRAM, BY AGE	Credit Instruction	All Programs	Secondary Programs	All Programs	
	TOTAL 56,155	TOTAL 20,334	TOTAL 125,249	TOTAL 47,862	
	418 1,403	14-15 1,440	14-15 52,811		
	18-20 19,654	16-21 9,056	16-17 72,438		
	21-24 11,231	22-25 3,117			
	25-34 15,164	26-44 6,072			
	35-44 6,177	45-65 840	Adult Programs		
	45-54 2,022	65 + 19			
	55-64 336		21 + up to 500 hours of instruction		
	65 + 168		14,172		
	Continuing Education:		21 + more than 300 hours of instruction		
	TOTAL 87,484		1,652		
	Average Age: 34 yrs				
	Special Schools:				
	TOTAL 5,331				
	Average Age: 30 yrs				
# PLACED IN JOBS	Credit Instruction	All Programs	All Programs	All Programs	
	18,546	TOTAL 7,732	TOTAL 13,698	TOTAL 8,518	
		14-15 26	working 6,396	16-19 2,420	
		16-21 2,903	cont ed 4,965	20-34 3,767	
		22-25 1,545	Mil 777	35-44 1,293	
		26-44 2,885		45-64 1,021	
		45-64 369		65 + 17	
		65 + 4			
CHARACTERISTICS	Female 78,492	Female 11,008	Female 63 [illegible]	Female 2,930	
		Disadv 19,094	Disadv 2[illegible]		
		Disloc 2,251	Disloc 375		
		Welfare 3,397		Welfare 1,529	
		Minor. 14,771		Minor. 3,738	
		Unemp. 11,972		Unemp. 5,360	
		Hand. 784	Hand. 6,909	Hand. 47,862	
FACILITIES	16 schools	none	35 Voc centers 221 voc H.S.	3 statewide 14 area work shops	
LOCAL BOARDS	15	17	11 voc centers 92 sch boards	14 for area work shops	
STATE BOARD SIZE	12 members	46 members	18 members	8 members	

NOTE: The above figures are approximate and represent a recent twelve month period.